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## STRIKE FOR ECSTASY

The whole issue of parity and the response to the Faculty Council's declaration against it has been an issue that has aroused the students of this university as they have never been aroused before. A lot of words have been flying around this past week - Parity! Boycott! Festival! Occupation! Strike! Big words, because they have all sorts of different meanings for different people. This article is an attempt to make some sense out of the whole mess for my head alone.

It seems to me that parity must not be considered as an end in itself. It's a concept that sits like an umbrella over a whole mess of smaller, and perhaps more important issues. These issues are smaller because many of them involve only one student and one professor, or perhaps one professor and his class. These are the issues that parity really involves: the empowerment of students in the affairs of the university must be directed towards solving the myriad of heavy personal frustrations and problems that each of us must deal with in our attempts to make some sense out of this university experience.

For me, one of those smaller issues is my credit for taking the Innis course CIN 203. It appears that the Committee of Evaluations of the Faculty Council may require us to submit to them a letter or number grade in consultation with a resource person, and above the signature of a resource person. Anyone who knows anything about the philosophy and goals of CIN 203 will understand why this requirement is completely contradictory to what the course is about and will understand why a number of us don't intend to fill it.

In a way, the CIN 203 issue is much broader than its application to those enrolled in the course. Innis College is attempting by its support of the CIN courses to experiment with new methods of education which involve greater student responsibility and initiative. The Faculty Council's response of late to these experiments has been negative and obstructive; consequently the broader issue to my mind is how long we're going to tolerate the interference of this body in the type of learning environment and community that Innis College is trying to create.

George Leonard, in

his beautiful book, Education and Ecstasy gives his ideas of what learning and education are:

"To learn is to change. Education is a process that changes the learner... Learning involves interaction between the learner and his environment, and its effectiveness relates to the frequency, variety, and intensity of the interaction... Education, at best, is ecstatic... The new educator will seek out the possibility of delight in every form of learning. He will realize that solving an elegant mathematical problem and making love are different classes in the same order of things sharing common ecstasy."

Can you get into that? How many of your classes fit those criteria? This has to be what the strike is all about. The most important thing is not the boycotting of classes. The most important thing is what you are doing with that time that you have been using to sit in learning environments that don't work, learning environments that induce boredom instead of ecstasy, learning environments that create destructive meaningless patterns of behaviour instead of change and growth. The reason that I balk from any firm definition of what one should do when one is striking is because everyone must define for themselves what will constitute a learning environment that does work. That's what a course like CIN 203 is all about.

If doing the political thing by picketing Sid Smith, or by cornering hostile faculty, or by putting epoxy glue in Dean Allen's door locks is a creative ecstatic educational experience for you, DO IT. If staying atoned during the entire strike provides that experience for you, DO IT. If reading a few good books (the books you've been meaning to read, but couldn't because of the mounds of required reading in your course) is where it's at for you, DO THAT TOO. For me, one part of the learning environment I wish to create for myself might even be my attendance at a class I'm particularly digging at the moment. Ideologically, that might make me a strike-breaker, but I'm afraid I can't accept anyone's ideological definition of what my form of striking is going to be. I support the tactic of striking atongly. I guess where I differ with some people is what the most

## INNIS HERALDRY

A quasi regular column on the history of your family name: Parrote

The origin of this name is somewhat confusing and obscure. The first mention occurs in the middle ages when the valiant knight, Stue of Ascool apparently went on a quest to kill the mighty dragon Farcultree in the name of his lady Missa Government. The confusion arises from a manuscript found in the last century in the ancient town of Teranno. In this particular manuscript, Stue is said to have been a dentist, of such ability that he was known far and wide, and much sought after. Everyone wanted to see Stue dentist Parrote in Ascool. The only solution to the confusion caused by this manuscript from Teranno is that we must completely disregard the impossibility of there being such a thing as a dentist at this early age.

On his quest Stuedentia took refuge to conacher the evil dragon. Did the battle drag on! After many days, (the sources in Teranno read years) of sometimes peaceful discussion, sometimes barbaric battle, Stuedentist finally defeated Farcultree with a half-nelson. With his victory, he was able to change the name of Miss Government and followed this up with a very large Parrote community of little ones whereupon they all lived happily ever after.

effective form of striking for me is.

The idea of making this strike into an educational festival to gain parity on the Faculty Council is a beautiful one. We are creating our own kind of learning environment by political action and by individual initiative, and I for one, have been having a hell of a good time doing it. (That's important too)

I hope that the strike has touched and involved you in some way. "Win or lose now, you must choose now, and if you lose, you're only waiting your life."

Think about it.

Ecstasy...

--Wayne Arnason



## from ye old horses mouth

As I write this editorial, I am unaware of results of the strike vote or even if it will be held. The issue of student parity has finally come to a head at this university - at least to the point that everyone is talking about it, if not taking a stand. It has been quite an experience over the last couple of days talking to people around the college, campus and in classes (my third year English class in Chaucer spent the whole period last Wednesday discussing parity and the strike), receiving opinions as unique as the individuals who held them. From listening to the anonymous Innis student who described himself as "completely apathetic" and "unsympathetic" to the issue of parity, to reading Wayne Arnason's article, two things became clear to me: there must be some change from the present system of university government and that any change is not only going to be difficult, it is going to leave many people dissatisfied. Personally, I think that student parity in governing bodies at this university is a good idea that could have very many salutary results for all of us here. I say this as a member of a college which is run by a parity council.

I think that as this issue develops (or perhaps

redevelops) would be a better phrase) Innis College could, and should be used as a prime example of what beneficial changes can occur under a government of staff and student. Although this is only the first year of parity council at Innis, many definite changes have already taken place, most important of which has been student interest in college politics. For the first time in Innis history, there was a solid election (not the usual exclamations which occurred as recently as last year) in which over twenty students ran for eight positions. The interest in government has expanded into the courses given here, to all aspects of life at the college. A tighter, greater sense of community has been created in which staff-student barriers have for the most part dissolved (if they ever really existed at all). I think these are good reasons for considering the idea of student-staff parity on governing bodies at this university.

I have only one reservation and that is with regard to tactics. I wonder whether a strike or any other disruptive manoeuvre is the best way to advance a student stand on parity. The all orderly ways have produced a big zero: I guess it is just my complete distrust of disorder.

## a patriotic school song

as composed by Roger N. Hamerstein  
(to the tune of Shall We Dance)

Shall we strike  
(chorus) Yeh, yeh, yeh  
Shall we sit round and just do what we like  
Yeh, yeh, yeh  
Shall we strike  
Yeh, yeh, yeh  
Till Parity comes into sight  
Yeh, yeh, yeh  
Shall we strike  
And not go to Soc. or Phil. or Psych.  
Yeh, yeh, yeh  
Shall we cause mass disruption  
And boycott our class consumption

Till we get what we all would like  
Shall we stop education  
And luck up administration  
Shall we strike  
Shall we strike  
Shall we strike  
Yeh, yeh, yeh.



# NEW PRINCIPAL FOR INNIS

## Russell Appointed

Dr. Bissell, taking his life in his hands, ventured out of Simcoe Hall into Innis College to a special meeting of the Council, called at his request, to announce the appointment of Dr. Peter Russell to succeed Robin Harris as principal. Professor Russell was acting-principal at Innis in 1968-69 when the commission to study Innis College government was set up. Most notably this commission proposed the present parity-structure of Council.

He is returning now to work within a college community which has now fully endorsed the concept of parity.

Dr. Russell holds degrees from both Toronto and Oxford. Since 1958 he has lectured in the department of Political Economy at this university. He has spent the last two years at Ma-

kerere University in Uganda.

His teaching interests and experience cover history of political thought, political theory, judicial process, constitutional law, and federalism. Among a number of books and reviews he has published, are included, *Leading Constitutional Decisions*, and *Modern Political Ideas*.

Outside of the academic sphere, Peter Russell is a strong link in the forward line of the staff's "auxiliary squad" of the girl's hockey team. Although he won't return in time to take his place on this year's team Innis II's will not be allowed to rest on any laurels that may be gained this season.

Along with the Innis II hockey team (or without them) the entire College community welcomes Peter Russell.



Peter Russell and Sam Innis discuss the future

## ACADEMIC AFFAIRS COMMITTEE DISCUSSES

### FUTURE of INNIS COLLEGE

Brief by John Harstone currently being discussed.

The academic aspect of the Innis community is its most important feature which distinguishes it from most other communities. By an academic community, I mean a community which encourages learning in its widest sense. The community which Innis should foster is not an inward looking one, like the traditional "community of scholars" but rather it is an outward looking one, a "community of scholars" (individuals who have come together to learn with one another) who are concerned with their intellectual development only as one aspect of their own personal growth and development. The at-

mosphere of this community would encourage intellectual, personal, interpersonal and environmental (in the widest sense) awareness and development.

What varieties of educational experiences should Innis try to facilitate? This is perhaps the central question that is being asked in this paper. I feel that the aim of education should be the same as that of life - to become more human. Education should be a process during which individuals through dialogue with each other, become aware of their dehumanization, confront this problem, understand both its causes and effects, and take

action with others to regain their humanity.

"There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and brings about conformity to it, or it becomes 'the practice of freedom', and the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

Richard Shaull

When I look at the school system, I recognize many features which I feel have contributed to the dehumanization of men. Any system which incorporates these features can never be truly liberating, nor can it allow men to regain their humanity. It is impossible to become a better human being using the methods and institutions that have previously dehumanized people. The school system is so dependent upon these dehumanizing features that I doubt whether it could exist in any form except as a dehumanizing one. A drastic re-thinking of the aims and assumptions of our school system is necessary before any humanization of institutionalized education can occur.

I do not feel that I need to elaborate on the dehumanizing effects of schools since there has been a great deal of discussion and numerous articles written about this fact. The essence of these arguments is that schooling is a coercive arrangement and that coercive arrangements are dehumanizing.

Coercion is so much a part of the structure of modern education that I have serious

becomes an environment which is truly liberating while it is a part of this system. But it is also questionable whether Innis could achieve this liberating environment if it left the university, although we might create an oasis of sanity in a rather barren desert, this, at best, could only be a temporary measure. If Innis left the university the problem would still remain. It is only by confronting the problems of dehumanization and deciding to collectively deal with them that people can humanize the world they live in.

Innis is part of a coercive institution, and therefore it has many problems similar to individuals who are part of that institution. Both are entities which have the potential of becoming more human, and are prevented from being so by coercive external arrangements. It is very useful to consider Innis (and other institutions for that matter) as if they were students in the university. From Don McCulloch's article "The community of the university", it is obvious to see that Innis is in a unilateral relationship with the university. Conservatives think about Innis the way they think about students, Innis is dependent upon the dominant member for its existence. People think of Innis as a "Monkey House," i.e. Innis has not yet grown up and accepted the values and practices of the dominant member. Major decisions made by the college must be ratified by the university, some people may argue that this is justifiable as these decisions affect the whole university, but this means that the college cannot make decisions that affect the university's control over it.

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The problem which is before the Academic Affairs Committee is how Innis, as a part of a coercive institution, can facilitate education which is truly liberating?

There is no simple answer to this question since becoming more human is a process, but a mutual one. It is neither a gift nor a self-achievement, but rather a collective realization by a group of people that their situation is not unalterable, but merely limiting and therefore it can be changed. I have some ideas, meant as a starting point for discussion, about ways that the college could facilitate this process. Liberation is a mutual process which means that the college and any other resource people involved must be committed to seek cooperatively with the students, the causes of their dehumanization and act with them in their attempt to regain their humanity.

1. Innis and any individuals involved in this process must have a profound trust in people. Without this belief any effort to work with others to regain their humanity is doomed to failure.
2. Individuals must enter into non-coercive relationships for this liberating process to occur.
3. The teacher-student contradiction must be resolved. Liberation is a mutual process and the students must be critical co-investigators with their teacher of their world and the problems which a world poses.
4. Communication is essential for this process to occur. Individuals must enter into a critical and liberating dia-

cont'd p 6

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# MUSIC NOTES

## neil young

I do not know very much about music. I have very little appreciation of technique or song-writing ability. So when I go to a concert or get a new album, it is because I like the sound that's there. And I really like Neil Young's sound. I never was very much into music, so the first Neil Young "sound" I ever heard and liked was "Helpless" on the Crosby, Stills, Nash, and Young album, "Deja Vu". One very stoned afternoon last summer in Boston a friend turned me on to "After the Gold Rush", and I've been growing into Neil Young's music ever since. He played to two sellout houses in Toronto on January 19th, and the first show which I attended was a really beautiful experience. The most attractive thing about Young's songs for me is that they are all so deeply personal. After it was over I felt like I'd been given a long look at where his head is and has been.

When you really dig a song, any song, it is probably because you have been there yourself. And that was what the whole evening was about for me. In writing about universal experiences like loneliness,

fear, and love, Young uses uncomplicated lyrics that take you back to that very place in your own life. "Don't let it bring you down, it's only castles burning."

When I first began listening to Neil Young, I often found his poetry very strange and his voice a little hard to get used to. I had a similar experience with Joni Mitchell's sound. It involved growing into the music, exploring this artist's particular psychic space, and learning how to listen to the sound. Young had no backup musicians for his Toronto concert. He used three different guitars and a piano. I misad the orchestration on a couple of songs, like "Tell Me Why", but that was only early in the concert, and as I got more and more into that unique mellow voice, I forgot completely about how much orchestration was behind it.

About half of the hour and a half long set Young did, was composed of new songs. Sometimes I find myself disappointed at concerts when the artist doesn't do all my favourite album cuts. However, it didn't matter at all at this one. Every song was a different trip into my own head and into his, and it was a very NOW experience.

Neil Young's album is going to be far out.  
Wayne Arnason



## WHAT NEXT ?

- EXPOSE ON RISING COST OF BOOKS
- ELTON JOHN ?
- SEXUAL OPPRESSION IN FILMS
- INTERVIEW WITH QUEEN VICTORIA

If it happens this rhyme  
Is a bit out of thyme  
And the metre  
Seems to petre  
Out it's not worth a dyme

\* - Bedford Cartright III

# M\*E\*D\*I\*

## WASTE PAPER

Come string up your moments  
like berries on thread  
your studies and laments  
for the moment lie dead  
hear a meaningless tale of philosophy  
void just now let us sail  
sans Plato and Freud  
no showy pedantic no skill  
artificial not even exceptionally  
good metrics or rhyme  
scheme official-ish  
hope you have enjoyed my poetics  
sublime my perfect example of intellectual alime.

- Wendy M. Stuart

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## ADVENTURES ON A BED

This article first appeared in one of the earliest editions of the Innis Herald. We found it when raking through our files and thought it was worth reprinting:

Her intense, deep-blue eyes narrowed as she gazed into mine. She raised her head and opened wide her voluptuous mouth as she asked, "Is this your first time?"

Calmly, I replied, "No".  
"In that case," she continued, "get in that line." There I was about to give blood in Sigmund Samuel. A nurse confronted me. She was forcing doughnuts and apple juice on all. She reminded me of my mother. I nibbled my doughnuts and sipped the apple juice, silently waiting to have my finger cut and my blood tested, providing an example of quiet Stoicism to Fran Linton who respectfully stood behind me. My turn came. While she sterilized my finger and made an incision upon it, the nurse inquired, "have you ever had jaundice? malaria? beri-beri? rabies? halitosis? horseradish?"

Not an emotion crossed my face not a tremor, my voice, as I suffered the pain and replied, "No".

The nurse looked up at me and pronounced slowly, "You will do."

As I strode into the clinic I could see the nurse still looking at me, and Fran Linton, too awed even to speak.

In the clinic, chairs had been provided for those waiting. I had hardly been seated when the first nurse reappeared with more apple juice and doughnuts.

"Here. Take. Eat more, already," she insisted. Now I knew why she reminded me of my mother. She was my mother.

So I ate. When it came my turn to go, being a gentleman I let Fran Linton go first. She was flattered, naturally. Finally, I was called. I strode behind the white curtains, but showed no emotion, of course.

"Get on that bed there," commanded a rather large nurse.

"Early to bed and early to rise, I always say," I suggested trying to make conversation.

"Ha, ha," responded the rather large nurse, pressing me down on the bed with one hand.

"Ha, ha," said I. "You can't get blood from a Stone," I interjected handing her my donor's card.

"Ha, ha," she said, jabbing the needle into the crotch of my elbow.

"Ha, ha," I gasped. Before I knew it, I was giving blood. Not knowing that the beds were arranged touching side to side, I tried to make myself comfortable by changing the position of my unwarmed arm. I shifted my body and trying to raise the arm, found some resistance.





# A C\*O\*O\*L

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## CELEBRATION

## FILMS: by Andy Sos

where's poppa?

Can you see us as you pass us  
breaking bodies all 'cross campus  
do you know us as you kill  
us mindless creatures all 'cross campus.  
Can you feel us as  
you squash us clumping pendants all 'cross campus  
Won't you love us as you need us  
willful walkers all 'cross campus.  
Won't you save us when you need  
us blind belligerents all 'cross campus.  
you will know us when without us  
polluting people all 'cross campus.

I'm a life-worm What are you? - Wendy Stuart

\*\*\*\*\*

by Ken Stone

Looking to that side, I realized that the interference was, in fact, the young lady next to me.

"Cut that out," she warned, "or I'll pinch your tube."

"My word!" I exclaimed and moved away from her. Just then the rather large nurse took a look at my bottle and gasped out loud.

"What's the matter?" I cried.

"Oh, just some technical difficulties, ha, ha," she answered.

"Oh, is that all? ha, ha," said I.

"Oh, yes, ha, ha," she echoed, calling a second nurse.

The second nurse gasped upon seeing my bottle.

"Just some technical difficulties," explained the rather large nurse.

"Oh, yes, ha, ha," replied the second nurse going to call the supervisor.

"Ha, ha," said I.

The supervisor arrived and having hardly observed the scene, she cried, "Oh, some technical difficulties, eh?"

"Oh, yes, ha, ha," responded the second nurse.

"Yes, ha, ha," agreed the rather large nurse going into a huddle with the other two.

I had just opened my mouth to add my "Ha, ha" as well, when I found a large doughnut, wet from apple juice, in it.

"Don't talk with a full mouth. Eat already," came a voice from behind me. So I began to eat.

At that moment, Fran Linton, having finished donating, strolled by.

"Easy come, easy go," she remarked.

"Ha, ha," I choked over pieces of wet doughnut.

"Ha, ha," said she.

"Well, I hope everything comes out alright," she commented moving off.

"Ha, ha," I said.

"Ha, ha," she echoed.

The huddle of nurses decided that I had had enough. I was disconnected from the bottle and escorted to the table where the first nurse fed me apple juice and doughnuts. Then, each nurse in the clinic shook my hand and wished me good luck.

I thanked them, got up and faced the door, stiffened my upper lip, put my chin up, my chest out, and my stomach in, burped, and headed back to Innis.

Celebration is not a musical comedy. It is musical and comic, but it is more. It is ritual in style of Greek tragedy. It is religious in the style of Medieval pageant plays. It is absurd in the style of Beckett. It is primitive and sophisticated in the style of Shakespeare. Celebration is an experiment in theatre and the purpose of this and any other experiment is to discover.

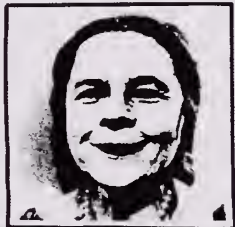
Celebration is from Jones and Schmidt the authors of the Fantastiks—the longest running musical off Broadway, now in its tenth year.

Celebration is this year's Victoria College musicale.

Celebration is running evenings, 8:30 pm, Tuesday February 9th to Saturday, February 13 at Hart House.

Celebration is an experience that should not be missed.

The Innis Herald has reserved a number of good seats for the Wednesday evening, February 10th performance, at a cost of \$1.50 per seat. We hope a number of Innisians will use this opportunity to see the show. Tickets can be obtained at the Herald Office, 63 St. George St., by contacting Briane Nasmok.



"Where's Poppa, Gordon?"  
"He's still dead, Momma."

The above statement should adequately resolve the title question of Carl Reiner's new movie "Where's Poppa?" However, it is only the starting point for this weird, sometimes bizarre, yet almost always amusing film.

Some indication of the trouble that Gordon Hoch-eiser (George Segal) has in coping with his super-senile mother is given by the opening scene which shows him trying to scare her to death. Disguised as a "ferocious" gorilla, he leaps up on her bed and roars hatefully at her; Momma (Ruth Gordon), instead of fainting dead away, feigns to the left and then connects with a right jab to his groin. As he lies gasping for breath, she smiles serenely and says "What a nice boy Gordon is. Always trying to cheer up his mother."

The main plot deals with Gordon's enslavement to a pledge he made to his dying father that he always take care of his mother and never put her in a "home". His mother's senility and obnoxious possessiveness have wrecked up Gordon's life but he is determined not to let her spoil his budding relationship with a pretty young nurse (Irish Van Devere) who he has hired to help him take care of Momma. He tells the old woman "Ma if you wreck this one up, I'll punch your fuckin' heart out." Needless to say Momma does not follow this guideline to the letter and plenty of trouble develops for Gordon and "Every little breeze/seems to whisper" Louise.

The spotlight on the main plot is almost stolen by the hilarious scenes showing the conflict between Gordon's brother, Sidney and a black gang whose main strength comes from an idiotic Angel of Death, named Muthafucka.

Also there are funny interludes dealing with two of Gordon's court cases where he defends an anti-war protester, on trial for telling an army hawk that the army is full of shit and a football coach who is accused of abducting big strong boys and grooming them only to play on his team.

Carl Reiner, who was one of the major factors in the long-running comedic success of the Dick Van Dyke Show, directs this film with his characteristic zany, and speedy, wit. His direction doesn't yield merely a few chuckles but instead leads to bouts of sustained out-loud laughter mingled with disbelief that what you just saw could actually happen, even on the screen. The screen play by Robert Klane is also snappy and the speech is accurate. "Ramblin Jack" Elliot does a fine job on the original music.

But the excellent acting is what really gives the audience the real impact of the story. George Segal, even with his predominant walrus mustache, still has the kind of mobile face which can make you feel, with aching reality, the torment and frustration he is going through. Ruth Gordon, was the evil witch in "Rosemary's Baby" but I didn't hate her half as much then, as I did in her role as Momma. Her performance should be compulsory viewing for "Possessive Mothers - Who - Become - Senile - But - Still - Won't - Let - Go - And - Don't - Even - Have - The - Consideration - To - Die - When - Their - Time - Has - Come" candidates.

Ron Liebman who as Gordon's long suffering brother has to do such ignominious things as threatening to strangle his own son in order to force his wife to let him out of the house. He gives the part so much energy that he comes close to being the star of the movie.

The major fault of the movie is the guilt one feels afterwards for laughing at these poor, sick, (and they are, without exception, sick) people who are sometimes only slight exaggerations of people we know. The funny parts are genuinely funny, however, after the show we begin to realize how serious the situation is and we are slightly revolted at 1) the gruesomeness of it all and 2) the fact that we laughed.

So Where's Poppa? He's still dead but we can't allow our selves to mourn forever and let the wishes of a dead generation stultify our minds so that we fall back into their graves.

## FILM SOCIETY IN THE BLACK

George Edlstein wandered into the Herald Office last week with the startling news that the film society is and has been in the black since some time before Christmas. "Ever since that shitty article appeared in the Varsity, our series tickets and attendance have increased." He also stated that financial aid had come from the Community Affairs Committee (i.e. the I.C.S.S.) and another college source (to remain anonymous).

The next film the society presents is on Monday, Feb. 1 in U.C. 104. At 8 pm Orson Welles' "The Magnificent Ambersons," starring Joseph Cotten and Dolores Costello will be showing.

The Society's own brochure describes the film as a "modified, shorter and more commercial form." Still it "reveals the Welles' genius and is an excellent successor to Citizen Kane. Based on the Booth Tarkington novel, an established wealthy, midwestern family disintegrates in trying to resist adaptation to the rising industrial aristocracy around 1910. Also incorporated is a 'son-as-obstacle-to mother's lover' theme. Good example of Welles' ability to base everything on the word."

Congratulations and continuous prosperity to the Society and its members. by Claude Galmire





STRICTLY FOR THE BIRDS

OR

GONE WITH THE MIND

Falconry is one of the oldest sports known to man. The falconer begins to train or condition his bird first methodically starving it, almost to the point of death. Throughout this ordeal food is always in sight but it is strategically placed outside the reach of the bird's tether.

The conditioning begins in earnest when the unsuspecting bird rushes for the food but is cruelly stopped short of its goal, by the jarring jolt of the tether. When the falcon is sufficiently weakened by the lack of food and its exhaustive attempts to secure it, to the point where it is almost ready to give up the food is brought close enough for it to eat. Now this might seem like a very cruel process, but it is the way it's done. Everytime the falcon is tempted by hunger it goes after the food, and consequently feels the jolt of the tether. In fact, it gets jerked out of its feathers. You can imagine the bird getting up enough speed, and then suddenly whammo! After this has been experienced a few hundred times, even a "bird-brain" begins to get the message.

Now, unbeknownst to the bird, its tether is gradually increased until it is long enough to allow the bird to fly, at least around its roost. Food is then thrown to it, and the falcon, because its natural instincts allow it to do this, secures the food, brings it to earth and eats it. This is a very purposeful and methodical process. The bird gradually has gained a greater measure of freedom but is nevertheless kept informed by subsequent jolts that it is in fact tethered. It begins to sense that it can go only so far, and that's it.

When the period of training is over it usually lasts three months-the bird is then considered ready to hunt for its owner. It's taken to a field - no more stake; and

unbeknownst to the bird, the tether is quietly cut-and the bird when attracted by a wild creature soars into the heavens and brings its prey back to its owner. Because it is conditioned by its tether; that is what it knows. Think about it. Think how ingenious this program of indoctrination is, really, how subtle and malign it is. There is no longer a tether on the bird when it's up there in the sky. It's doing what it is supposed to do. It has the natural instinct and design for this sort of work. Then why does it come back to man - to a state of abject bondage? Because it thinks it has a tether. It doesn't know that it's free.

Imagine yourself trying to convince our feathered friend that the tether no longer exists, that it is purely a state of illusion. What would you say? If the bird could answer you directly, it would probably argue back that you are the one who is insane. "Ob don't tell me that! I'm not stupid you know, I learned the hard way! My tether is certainly real to me, and in fact very precious!" Obviously the bird is so conditioned, that it doesn't even know it's free. It doesn't know the truth of itself, but before any attempt is made to analyze and convince even a "bird-brain" of the truth it seems only fair and logical that one would want to get a little practice using one's own. Because as long as man refuses to acknowledge the truth for himself by insisting that he himself is not free, it is hardly to be expected that even a so called dumb animal would want to listen. When we accept the truth for ourselves then we can say to that bird, "That's right. Just keep on going. You are free!" You are free!

YOU ARE FREE!  
-by Bill Porter  
Ontologist

THE CAPER

At approximately eight o'clock on the morning of the twenty-sixth of the month of April, in the year eighteen hundred and thirteen, a force of 1,700 American regulars under the command of Brigadier-General Pike landed from fifteen vessels at what is now Sunnyside, west of the Exhibition Grounds. It was the war of 1812. There was hand to hand fighting for some time but the British were outnumbered and forced to retreat to the Western Battery. During the subsequent fighting the magazine of the Battery blew up and General Sheaffe, in command of the British troops, retreated to the unfinished Fort York. From there Sheaffe ordered a retreat to Kingston, and as the British were retreating to the fort and the Americans were advancing, the magazine blew up. Rocks and debris, hurled into the air by the explosion, crashed

into the American ranks, killing Brigadier-General Pike.

The Innis College Historical Society plans to attempt historical reenactments of such events. Honour attends all such glorious adventures, for those who are interested in honour and glory; enjoyment, knowledge, and an insight into history are among the other benefits of such an experience. Major Lawrence Dobkin of West Point is in command of the troops for this particular reenactment. For those interested in the caper, or in any aspect of history, the chance to explore and discuss this interesting subject offered by the Innis Historical Society. Come to the general meeting, Wednesday, February 3rd, at 7 pm, in the film room of Innis College.

Innis Historical Society  
President: Henry Senuira

innis college and women's liberation

Innis College has been quite active in supporting women's liberation lately. The External Affairs Commission donated \$50 in November to the University of Toronto's Women's Caucus. This money was used to send delegates to Saskatoon for the first National Women's Liberation Conference. Delegates selected were: Katie Kurtin, Ellie Kirzner, Alice Klein, and myself, Heddie Swanson. At the conference various issues facing the movement were raised, including the appearance of factions in the movement, the necessity for uniting with other liberation movements (Quebecois, Third World, etc.) and the necessity for uniting women behind the common issue of abortion.

At the end of the conference, a call for a national abortion campaign was issued by the abortion workshop. Here in Toronto the abortion campaign will be

run by a coalition consisting of (so far) the Toronto Women's Caucus, the University of Toronto Women's Caucus, ARCAL, the League for Socialist Action, the Young Socialists, the Unitarian Universalist Women, and the Women's Liberation Movement.

Proposed Toronto actions include a march on Ottawa, a march on City Hall, and a demonstration at the Progressive Conservative Party convention. On campus, the U. of T.W.C. is trying to start a coalition with SAC, SHOUT, various college and faculty councils, the Women's Liberation Movement, and the C.S.U. Proposed campus activities include articles in the Varsity, with a special issue on abortion reform; college newspaper articles; educational centering on the abortion issue; an "Abortion Reform Day"; and perhaps presentation of a brief to Claude Bissell.

Stemming from the conference, and connected to the

abortion campaign, the U. of T.W.C. will be sponsoring a weekend at the Innisfree Farm on February 5, 6, and 7. This will (hopefully) be a peaceful discussion of various issues in women's liberation: sexuality, sex roles, socialization and the family, abortion and contraception, and the role of men in women's liberation. There will be sign up sheets posted around Innis starting January 18th; enrollment will have to be limited, and preference will be given to Innis College students, so sign up early.

I hope there are many people in Innis College interested in Women's Liberation. Go to rallies; join Women's Liberation groups or form men's auxiliaries to these groups; live in the equality of women. If anyone would like to discuss women's liberation, I can usually be found in the Bob Bossin room around 1 pm. Be peaceful, though; I have to digest my lunch too! -Heddie Swanson

HARSTONE

cont'd from p 3

logue with each other to become aware that their problems and frustrations have common roots and that they can collectively take action to regain their humanity.

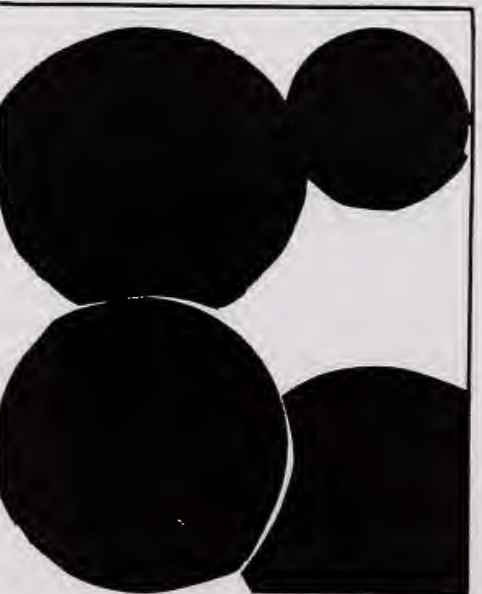
5. Experimental seems to be a word that upsets a lot of people (justifiably, if they have a stake in the status-quo). In its place I am suggesting the term "Problem posing" education, a phrase coined by Paulo Freire. In a sense this is what is happening in CIN 203 already, at the start of the year the students were presented (although not too clearly) with several problems: how is this course going to be organized? What kind of evaluation should we have? What are you going to do? etc. and through discussion of these problems, other problems emerged which had to be dealt with. Eventually most groups started to discuss some of the fundamental problems of their existence, which is perhaps why the groups are often "t-groups" like in nature. Many people have reacted strongly again-



at this type of development, for several reasons, two of which might be that freedom is a frightening thing, and that the coercive arrangements of our society have been so internalized that it is almost impossible to conceive of a society without them. The fact that people are reluctant to discuss the major problems of our existence is a problem. Hopefully these groups would do some things to regain their humanity. Problems will develop naturally from within the group, these problems must be relevant and meaningful to the members of the group. The resource person in this kind of education would be someone who has a

greater awareness of the problems, who could help others define their problems but not the answers (since there are no answers) and who is willing to work with the students in their attempt to become more human.

If we think of Innis as a space which is in the process of becoming free, and the problems which Innis encounter are similar to problems which individuals engaged in the same process encounter, then Innis can use the same methods for its liberation. Innis cannot become more human by itself, nor can the University give the college freedom. Liberation being a mutual process means that the college must enter into a critical and liberating dialogue with the university to achieve liberation not only for itself but for the entire institution. The university cannot liberate itself since it is the oppressor (and hence it dehumanizes). Therefore it must be humanized by those whom it oppresses i.e. the students, Innis etc. In other words Innis must 'try' to change the university to the extent that it would be irrelevant whether Innis stayed or left. If Innis becomes an active agent in the process of humanizing society, then the college can become a positive environment within which individuals can begin to become more human. The college cannot do this alone, it must co-operatively seek with other environments (that is with the people who create these environments such as professors, janitors, administrators, students etc.) to understand what occurs within those environments, and work with others to make these environments, spaces within which people can become more human. --Jpm Jarstpe





# INNISPORTS

## MEN'S SHORTS

A great deal of entertainment is being provided at Hart House gymnasium by the Innis basketball team who are operating, this year, on a basis of winning less but enjoying it more. And the friendly atmosphere created between our obliging squad and a grateful opposition has led to some substantial scores which read: St. Mikes B 100-Innis 46; Vic 1 92-Innis 43; PHE 111 7-Innis 61; New 77-Innis 59; Med. A 78-Innis 24. We did come close in a game against St. Mikes A in which Innis was beaten by a mere default.

The college's volleyballing heroes, showing an alarming reluctance to volley, were consequently belted in five straight games against New. Pharmacy A, Engineering II, PHE, and St. Mikes. The closest contest came with St. Mikes when Innis managed to take the first game 15-7, before succumbing 12-15 and 7-15.

And over at the pool, the water poloists played three of their games in the dry; twice beating Vic II by default and losing in the same manner to Meds. Meanwhile, back in the water, Innis capitulated to UC 6-11 before coming back to drown Trinity to the tune of 14-4.

Turning once again to the hockey wars, the Innis firsts are having a mixed season which may or may not see them gaining a playoff spot. Most recently, after dropping close decisions to Pharmacy A and Knox (both by 2-1) with John Wright

and Mike Walker scoring in losing causes, the team counted three strong victories. Campus Co-op fell 5-3 before the scoring power of Gord McDonald (2), Irs Lyons (2), and Wright.

Next, goals by McDonald Walker, Bill Silk, and Mike Stratton (3) led Innis to a 6-1 despatching of UC II.

Finally, the 10-3 destruction of Architecture was accomplished, a la Boston Bruin, by goals from Stratton (3), Walker (2), Lyons, McDonald, Pete Hill, Bill Anderson, and Norm Okhiro (who has just returned from a suspension imposed for a vicious attack on an unsuspecting adversary.)

And oh yes, the Innis seconds, alive but decidedly unwell and living in Varsity Arena (this is living?) continue to uphold their longstanding and well-established losing tradition. Against Engineering D. Nich Loberto banked in a shot from the ceiling to score the Only goal for Innis in a 5-1 defeat.

Loberto also figured prominently (as a punching-bag for a simian-like opponent) in a 5-1 loss to St. Mikes F, with Bunkis scoring for the good guys.

And then...then Innis II established a new college record for goals against, in a gam against Vic X which conflicting eye-witness accounts report as ending somewhere between 15-1 and 20-1, with Drury getting the lone goal in a spirited comeback that just fell short. Keeping trying youse guys. --Steve Harmer



and from morgan's  
/corner weighing 624 lb.

In the last few months, the Innis College Common Room has been a euphoria of drop kicks and foreign objects as "exhibitions of science and skill" have arrived at Innis. The resurgence of wrestling can be observed any Saturday as no less than three hours of eye gauging and hair pulling unfolds on the tube. (Roller Derby is just wrestling on roller skates). For those of you who are ignorant of the basics here is one "Primer on Wrestling".

Wrestling consists of 2, 4, or 6 men and/or women and or midget, or any combination thereof. (Terrible Ted was the name of the only wrestling bear) who enter a ring (dimension of which vary). A ring is somewhat similar to a square trampoline enclosed by ropes. The brightly costumed wrestlers enter the ring along with a third man - the referee - whose job it is to miss the dirty tactics of the villain. The villain

is the reason the fans come to the matches. They pay to see them defeated. Villians come in all shapes and sizes, some wear masks, others are from Japan, and still others come from Syria and have managers. The manager is the mouthpiece for the villain who cannot talk English.

The other corner of the ring is inhabited by the hero who the fans love. Some are from Italy, others from the home town, and all are upstanding citizens. The bell goes and combat begins until one of the wrestlers submits, or has his shoulders pinned to the mat for 3 seconds - or is disqualified for dirty tactics.

The best wrestling show to watch is "Championship Wrestling" on channel 2 about 3 P.M. Saturdays (consult your local listing). This show features the best scripts (and Beautiful Bruce Swayze) but lacks in the past three weeks, The Toronto

## SHE SHOOTS

### / SHE SCORES

Well, sports fans, Innis College still boasts an undefeated team - the dainty debutants of the Innis Womens Hockey team. Enhanced by some top draft choices from New College, the ladies have amassed a 3-wins, 1-tie record so far in league play. they have defeated Pharmacy, Engineering and Vic while playing to a 0-0 tie against Phys. Ed. II.

The final league game takes place Thurs. Feb. 4; at 1:30 p.m. in Varsity Arena against St. Hilda's. The winner of this game will be the division champion and enter the playoffs. Fansupport would be appreciated.

The Innis Squad boasts such stars as Karen 'The Golden Jet' Glassow, Tichems, Jan 'the Flash' Monteith, Mary Jane, Jane Adams, Carol, Wendy 'Whipper' Watson Sue Apollinsky, Erica Meyer, Liz Swanson and Bill McMartin.

Terror - the magnificent and noble Sheik (villian) with his manager - the most entertaining man in the business - the Weasle (his real name is Abdolah Farouh?). He can be seen on the Lord Athol Layton Show, either 1:30 P.M. or 9:30 P.M. Saturday. This show is used to build up upcoming Maple Leaf Gardens extravaganzas. The show usually features the British Empire Champion - Whipper Billy Watson. The best part of this show is the interview with the combatants like 'The Mighty Igor', Ernie 'The Big Cat' Ladd and Hank James.

To appreciate the match you must venture to the Gardens, on alternate Sunday evenings, where even though you know it's an exhibition you'll find you get greatly involved, as evil fights good in a world where there is no in between.

the "tag team" of Big Al and Baha the Nebish

## INNISHERALD

Don - Grand Poohbah	John H. - Uganda Correspondent
Wendy - Grand Poohbah's Boss	Biran McL. - I.H. Statistician
John W. - Winnie the Poohbah	Richard H. - Executive Ass't of Photographic Studies
Borrie O. - Piglet	Steve H. - Jack
B.S. - Eyore	Dennis H. - Athletic Sup porter
Jan - Kango	Andy S. - Features Editor
Wayne - Roo	
Betty - Christino Robin	

## ski weekend

Concerning the Ski-Weekend Dear Innis People,

Thankyou for the interest that you have shown in this project (namely by signing the sheet in the main hall). But, we must now get down to the economics of the subject. The fee is \$27 and it would be appreciated if this amount or at least a \$5 deposit which will reserve you a place, (we really cannot take more than 50 people) be paid in Room 110 at Innis, 63 St. George

as soon as possible. This will enable us to settle everything with the people at Hidden Valley.

Transportation to Huntsville will be organized in car-pools therefore we want to know your vehicular status. If you have a car or have access to a car, volunteers will be appreciated to give rides to fellow students. Happy Skiing.

J. W. M.

## innis college writing lab

presents

"A ROOM AT THE TOP"

in which you can solve all sorts of essay problems

starring: EVELYN COTTER ROGER GREENWALD

and a cast of thousands



Fig. 71.

THE HUMAN STRETCHER.

INNIS SNACK BAR PRESENTS

"A NINE CENT COFFEE" (in a styrofoam cup)

Starring CLUB COFFEE (who?)

produced by:

STEVE KLEIN ENTERPRISES

## NOTICE

People Interested in working with this Herald

this year and/or next,

are needed. We're

looking for

staff for

the present staff

is

in their graduating year.

